Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	Received Texas Education Agency 2015 AUG 20 PM 2: 05 Document Control Center Grants Administration
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
La Joya Independent School District	108912-109	Elodia R. Chapa Elem.	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
746001550	1	TX-028	024102451

Mailing address	City	State	ZIP Code
200 West Expressway 83	La Joya	TX	78560-4001

Primary Contact

First name	M.I.	Last name	Title
Laura	L	López	Principal
Telephone #	Email address		FAX #
956-580-6150	l.lopez@lajoyaisd.net		956-580-6157

Secondary Contact

First name	M.I.	Last name	Title
María	B	Flores	Instructional Supervisor
Telephone #	Email address		FAX #
956-580-6150	m.flores17@lajoyaisd.net		956-580-6157

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Alda	T	Benavides	Superintendent Of Schools
Telephone #	Email address		FAX #
956-323-2000	a.benavides@lajoyaisd.net		956-323-2010

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

701-15-107-067

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, <u>the application will be disqualified</u>.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	**No program related attachment are required for this grant.**	**Description of Required Program-Related Attachment**
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	    (A) Replace the principal who led the school prior to commencement of the transformation model;
	    (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	        i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	        ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of

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the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

      iii. Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and creating community-oriented schools.

(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

      i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

      ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

      iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

(B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8.	The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following: 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. 2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
    (A) Data to identify the population at risk of dropping out of school;
    (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
    (C) Early College brochures in all languages relevant to the school community;
    (D) Written communication plan for relevant target audiences: parents, community members, school board.
    Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

    (A) Partnership between the school district and an institute of higher education (IHE) that:
        i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
        ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
        iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
    (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
    (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
    Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
    Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

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(A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

(B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

(A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

(B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

(C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

(D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
• Texas Education Agency, Early College High School program
• Texas Education Code §29.908
• Texas Administrative Code §4.161
• 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

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	The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.
9.	The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an elementary school, the campus will implement in accordance with the following federal requirements: 1. Offer full-day kindergarten. 2. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have: (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway; (B) High-quality professional development for all staff; (C) A child-to-instructional staff ratio of no more than 10 to 1; (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications; (E) A full-day program; (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities; (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry; (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities; (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff; (J) Program evaluation to ensure continuous improvement; (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development; (L) Evidence-based health and safety standards. 3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program. 4. Provide educators, including preschool teachers, time for joint planning across grade levels. 5. Replace the principal who led the school prior to the commencement of the early learning model. 6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (B) Are designed and developed with teacher and principal involvement; 7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who,

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after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

9. Use data to identify and implement an instructional program that is:
    (A) Research-based;
    (B) Developmentally appropriate;
    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.	The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:
	
	1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
	
	2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	    (A) Screen all existing staff and rehire no more than 50 percent; and
	    (B) Select new staff
	
	3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	
	4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;

7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
   (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
   (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
   (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html
	These approved models are supported by:
	   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	   (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	   (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	
	4. The whole-school model must implement the model for all students in the school.
	
	5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	   (A) School leadership
	   (B) Teaching and learning in at least one full academic content area

	(C) Non-academic supports for students (D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:
	
	1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
	
	2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:
	    (A) significant improvement in academic achievement
	    (B) success in closing achievement gaps either within a school or relative to other public schools
	    (C) High school graduation rates
	    (D) No significant compliance issues in the areas of civil rights, financial management and student safety.
	
	3. Enroll, within the grades it serves, any former student who wishes to attend the school.
	
	If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html

15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.

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	(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

Schedule #4—Request for Amendment	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation,** and **sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Elodia R. Chapa Elementary, in La Joya Independent School District, serves 639 students in grades PreKinder-5th Grade. Student body racial make up is 99.8% Hispanic, 0.2% White. 97% of the student population is receiving free or reduced lunch, 5.8% of the students receive special education services. Key barriers to students' academic difficulties are associated with students' cultural, linguistic, and economic diversity. Located in close proximity to the Texas-Mexico border, the student population has close ties to Mexico. 78% of the students come from families where the primary language spoken and heard at home is Spanish, which impacts the students' cognitive understanding of specialized academic vocabulary and comprehension used in core content areas. Located in a rural community, students do not have access to community programs such as public libraries, museums, Boys and Girls Clubs ect... that can provide them with learning opportunities and experiences to connect what they learn at school to their personal experiences. La Joya Independent School District provides free transportation to all students so that students have access to programs offered at the school district, such as extended day tutoring, summer remediation and enrichment programs. Without academic opportunities offered by the school, students would not have access to programs that can support teaching and learning.

La Joya independent School District together with the Elodia R. Chapa Elementary places a strong emphasis on teaching and learning. We are committed to provide teacher quality and capacity through professional development offered at the district and campus level to provide teachers the knowledge and skills needed to provide effective teaching strategies that are researched-based (Marzano 9 High Yield Strategies, Cooperative Learning,Student Engagement, Teacher Reading Academies) and tools needed to differentiate instruction, so that students learn and process information through their unique learning style and at a pace that matches their ability to learn. Teachers are provided the opportunity to attend a week long conference provided by the district content area coordinators/specialists and master teachers that model how learning is accomplished, how classrooms operate, model the delivery of effective instructional strategies and alignment of curriculum to meet state and federal standards, and the use of resources to support teaching and learning. Elodia R. Chapa Elementary also provides teacher trainings throughout the year by focusing different training sessions based on the needs identified by the Campus Leadership Team, data results, classroom observations, teacher evaluations, and teacher feedback.

School Leadership teams are provided the opportunity to attend a weeklong District Leadership Academy to provide administrators with the knowledge and tools needed to promote, support, and make academic /programatic decisions to differentiate instruction, build positive relationships, and create a shared vision and goals needed for student achievement.

Parents, students, and teachers are provided the opportunities to provide feedback through a Campus Needs survey. Program effectiveness is evaluated at the end of the year by the teachers through surveys and data results. Through the Campus Improvement Plan feedback is provided on campus academic needs and campus operations. The district provides staff members the opportunity to evaluate campus needs through the Organizational Health Survey that offers an insight on goal focus, autonomy, adaptation, communication, resource utilization, cohesiveness, morale, innovativeness,optimal power equalization and problem solving abilities of the campus.

La Joya Independent School District and Elodia R. Chapa collaborate with parents and students to foster a positive and safe learning environment by communicating high expectations through parental involvement activities such as literacy building activities, curriculum nights, use of technology programs, English classes, participation in Supertindent's parent/ student roundtable and celebrating student achievement.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Elodia R. Chapa Elementary plans to implement Success for All, a whole school reform model designed to improve the reading performance of students, including English language learners and special education students in Grades Pk-5th grade. It will provide extensive professional development, material, and software to help teachers use proven strategies to ensure reading success. In PK/K students emphasis will be on oral language,school skills and phonemic awareness through active language teaching; in Kinder/1st emphasis will be (beginning reading) systematic phonics, vocabulary, fluency, and comprehension; in 2-5th grade, instruction will focus will be on use of comprehension strategies, deep reading, writing process,and developing enthusiasm in reading. Implementation of technology will enhance student learning and provide differentiate instruction for students. It will use a collaborative leadership process to ensure the focus is on student success for every student. There are several factors that impact teaching and learning; therefore, feedback will be provided through informal assessments to set measureable targets for short term improvement. Quarterly assessmenst will be used to monitor students and provide interventions, as well as computer assisted instruction. Data will be analyzed, annual and quarterly goals will be set to measure student achievement. Root causes will be identified; goals and attainable targets will be set to measure student achievement. School data driven leadership structures and teams will be formed to improve teacher skills and ensure effective reading instruction. Instructional teams will analyze student progress and address implementation quality of each academic component. An online data tool will provide accessability to teachers of ongoing records of students' progress to differentiate instruction, celebrate student successes, and communicate progress with parents, grade level and administrators. Data that includes summaries of the classroom, and school will be provide through the different grading periods. This data will be used for decision making and academic planning throughout the year. Funds will be allocated to provide teachers incentive pay for meeting annual goals. Professional development will be provided to the leadership team and a professional individual that will serve as a coach. The coach will provide support to teachers and administrators in implementation of research proven strategies and the Success for All Approach. The coach will be trained and become familiar with the components of the program through topic specific workshops, school visits, telephone conferences, email, online resources, and online data sharing. Teachers will receive training on cooperative learning, differentiation of instruction grouping of students, as well as research base comprehensive reading programs that integrate thematic units, language and literacy, decodeable stories, rich literature experience, vocabulary development, and implements thematic units to develop writing. It will address students' needs who are at different levels of reading: Beginning readers, students who decode, but need to develop more sophisticated reading skills. In addition, math will be addressed through an instructional multiday mathematic framework for 1st-5th grade. It will create a framework for teaching math that is adaptable to whatever textbook is being used. It uses research based instructional strategies to increase student achievement. It empowers and encourages students to take ownership of their learning by providing students opportunities for practice and evaluations. Success for All will partner with the school by assigning an area manager to our region. In addition flexible scheduling will be provided for teachers to collaborate and plan vertically as well as to dissegrate data critical in monitoring student.
Due to high mobility of students within the La Joya Independent School District, students at Elodia R. Chapa Elementary need to be provided learning opportunities to develop self-efficacy through lessons integrated in the curriculum, as well as interventions through guidance and counseling, and parental support. Researchers have indicated that students who have high mobility trends have a greater risk of low grades, behavioral problems and academic difficulties (Gruman et al., 2008; Mehana &Reynolds, 2004). Through the Success for All, schoolwide support and interventions will be provided by involving the school community, parent, school leaders, teachers, and support staff in problem solving through a proactive support network that initiates in the classroom and reaches out to the community to addresses gaps and barriers to increase academic student achievement and ensures that targets set by the campus on its plan are met. Personnel at Elodia R. Chapa Elementary will gain knowledge of the curriculum, school climate development, and parent and family engagement that will add sustainability of implementation in future years after the grant period. In addition with the capacity and resources available at the district leve Elodia R. Chapa Elementary will be able to sustain implementation strategies and approaches of Success for All. The campus will be able to supplement to existing structures that exist in the district and the campus such as Olweus Bullying Prevention, Positive Behavior Interventions, Counseling and Guidance Initiatives, Parental Involvement Programs, and Data Tools such as SEAL,DMAC and use of Data Walls.

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County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. | Fund code: 276

Schedule #6—Program Budget Summary

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$839,923	$	$	$839,923	$	$839,923	$	$839,923	$	$839,923	$	$4,199,615
#8-Professional and Contracted Services	6200	$162,470	$	$	$192,420	$	$148,320	$	$162,720	$	$160,320	$	$826,250
#9-Supplies and Materials	6300	$713,068	$	$	$933,857	$	$932,479	$	$643,683	$	$407,901	$	$3,630,988
#10-Other Operating Costs	6400	$2,800	$	$	$3,800	$	$3,800	$	$3,800	$	$3,800	$	$18,000
#11-Capital Outlay	6600/ 15XX	$189,000	$	$	$30,000	$	$30,000	$	$30,000	$	$30,000	$	$309,000
Consolidate Administrative Funds	☐ Yes ☑ No												
Percentage% indirect costs (see note):	N/A	N/A	$	N/A	$	N/A	$	N/A	$	N/A	$	$	
Grand total of budgeted costs (add all entries in each column):	$1,907,261	$	$	$2,000,000	$	$1,954,522	$	$1,680,126	$	$1,441,944	$	$8,983,853

Administrative Cost Calculation

Enter the total grant amount requested:	$8,983,853
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$449,193

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:
• No more than $2,000,000 per year may be requested.
• Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
• Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
• Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108912-109

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher			$	$	$	$	$	$	$
2 Educational aide			$	$	$	$	$	$	$
3 Tutor			$	$	$	$	$	$	$
Program Management and Administration									
4 Project Director	1		$94,818	$	$94,818	$94,818	$94,818	$94,818	$474,090
5 Project Coordinator	1		$88,615	$	$88,615	$88,615	$88,615	$88,615	$443,075
6 Data Entry Clerk	1		$32,490	$	$32,490	$32,490	$32,490	$32,490	$162,450
Auxiliary									
7 Title			$	$	$	$	$	$	$
8 Title			$	$	$	$	$	$	$
9 Title			$	$	$	$	$	$	$
Other Employee Positions									
10 Title			$	$	$	$	$	$	$
11 Title			$	$	$	$	$	$	$
12 Title			$	$	$	$	$	$	$
13 Subtotal employee costs:			$215,923	$	$215,923	$215,923	$215,923	$215,923	$1,079,615
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			$4,000	$	$4,000	$4,000	$4,000	$4,000	$20,000
15 6119 Professional staff extra-duty pay			$400,000	$	$400,000	$400,000	$400,000	$400,000	$2,000,000
16 6121 Support staff extra-duty pay			$10,000	$	$10,000	$10,000	$10,000	$10,000	$50,000
17 6140 Employee benefits			$60,000	$	$60,000	$60,000	$60,000	$60,000	$300,000
18 61XX Tuition remission (IHEs only) ($3,000 x50teachers)			$150,000	$	$150,000	$150,000	$150,000	$150,000	$750,000
19 Subtotal substitute, extra-duty, benefits costs			$624,000	$	$624,000	$624,000	$624,000	$624,000	$3,120,000
20 Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$839,923	$	$839,923	$839,923	$839,923	$839,923	$4,199,615

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108912-109 | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$	$	$	$	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$	$	$	$	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$	$	$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Margaret Kilgo Workshops ($2,000 per yr) (writing)	☐	$2,000	$	$2,000	$2,000	$2,000	$2,000	$10,000
2	Positive Behavior Support - Region One Education Service ($3,000/yr)	☐	$3,000	$	$3,000	$3,000	$3,000	$3,000	$15,000
3	Parent Link Connection- $1/student-automated system ($800 per yr)	☐	$800	$	$800	$800	$800	$800	$4,000
4	SFA BUDGET	☐	$29,670	$	$123,620	$79,520	$93,920	$91,520	$418,250
5	Antonio Fierro, Ed.D.- Coaching & Mentoring for 3rd- 5th Teachers with ELL sts	☐	$18,000	$	$18,000	$18,000	$18,000	$18,000	$90,000
6	The Vaughn Gross/Meadows Center- Reading, Differentiated Instruction, Writing K-5 (Teachers) and Facilitating Instructional Change (Admin.)	☐	$10,000	$	$10,000	$10,000	$10,000	$10,000	$50,000
7	Sharon Wells Mathematics-Coaching & Mentoring 2nd-5th teachers.	☐	$84,000	$	$20,000	$20,000	$20,000	$20,000	$164,000
8	Dr. Isaias Rodriguez- Coaching & Mentoring (PK-2nd grade teachers)	☐	$15,000	$	$15,000	$15,000	$15,000	$15,000	$75,000
9		☐	$	$	$	$	$	$	$
1		☐	$	$	$	$	$	$	$
0									
b.	Subtotal of professional services, contracted services, or subgrants:		$162,470	$	$192,420	$148,320	$162,720	$160,320	$826,250
a.	Subtotal of professional and contracted services requiring specific approval:		$	$	$	$	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants:		$162,470	$	$192,420	$148,320	$162,720	$160,320	$826,250
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$	$	$	$	$	$	$
	(Sum of lines a, b, and c) Grand total		$162,470	$	$192,420	$148,320	$162,720	$160,320	$826,250

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108912-109   Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
1	Projectors	Classroom	60	$550							
	Projector Mounting	Performance	60	$719							
	Drop Down Screens		60	$1,200							
	Document Camera		60	$500							
2	Desktop Computers	Classroom	400	$700							
	Student Laptops	Performance	650	$725							
	Admin/Teacher Laptops		60	$979							
3	Microsoft Licenses	Classroom	1,000	$55	$600,000	$	$700,000	$800,000	431,390	$200,140	$2,731,530
	Carts for Laptops	Performance	20	$2,000							
	Scanners		60	$520							
	LightSpeed Audio System		60	$800							
4	Chrome Books	Classroom	650	$300							
	iPads 64G Teacher& St(10	Performance	76	$7580							
	Carts for Mobile Devices		45	$2,000							
5	White Boards	Classroom	55	$1,400							
	Projector Bulbs	Performance	350	$250							
	Presentation Pilot Pro		50	$67							
	Air Server Licenses		60	$6							
	Printers		60	$350							
	Printers Toners		3,000	$100							
6399	Technology software—Not capitalized (Living with Science-Elem. 1yr)				$12,361	$	$0	$0	$0	$0	$12,361
6399	Supplies and materials associated with advisory council or committee				$	$	$	$	$	$	$
	Subtotal supplies and materials requiring specific approval:				$	$	$	$	$	$	$
	Remaining 6300—Supplies and materials that do not require specific approval:				$100,707	$	$233,857	$132,479	$212,293	$207,761	$887,097
	Grand total:				$713,068	$	$933,857	$932,479	$643,683	$407,901	$3,630,988

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By TEA staff person: _____

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #10—Other Operating Costs (6400)

Amendment number (for amendments only):

County-District Number or Vendor ID: 108912-109

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$	$	$	$	$	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$	$	$	$	$	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$	$	$	$	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$	$	$	$	$	$
6490	Indemnification compensation for loss or damage	$	$	$	$	$	$	$
6490	Advisory council/committee travel or other expenses	$2,800	$	$3,800	$3,800	$3,800	$3,800	$18,000
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$	$	$	$	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$	$	$	$	$	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$	$	$	$	$	$	$
	Grand total:	$2,800	$	$3,800	$3,800	$3,800	$3,800	$18,000

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In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 108912-109

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1	Library Books Classrooms and Library Sets	N/A	N/A	$30,000	$	$30,000	$30,000	$30,000	$30,000	$90,000
66XX/15XX—Technology hardware, capitalized										
2	Computer Hardware-Hubs, switches, drops, cabling, wiring, wireless access points and controller	$	$	$159,000	$	$	$	$	$	$159,000
3		$	$	$	$	$	$	$	$	$
4		$	$	$	$	$	$	$	$	$
5		$	$	$	$	$	$	$	$	$
6		$	$	$	$	$	$	$	$	$
7		$	$	$	$	$	$	$	$	$
8		$	$	$	$	$	$	$	$	$
66XX/15XX—Technology software, capitalized										
9		$	$	$	$	$	$	$	$	$
10		$	$	$	$	$	$	$	$	$
11		$	$	$	$	$	$	$	$	$
12		$	$	$	$	$	$	$	$	$
13		$	$	$	$	$	$	$	$	$
66XX/15XX—Equipment, furniture, or vehicles										
14		$	$	$	$	$	$	$	$	$
15		$	$	$	$	$	$	$	$	$
16		$	$	$	$	$	$	$	$	$
17		$	$	$	$	$	$	$	$	$
18		$	$	$	$	$	$	$	$	$
19		$	$	$	$	$	$	$	$	$
20		$	$	$	$	$	$	$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21		$	$	$	$	$	$	$	$	$
			Grand total:	$189,000	$	$30,000	$30,000	$30,000	$30,000	$309,000

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For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	639		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	635	99.38%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	1	.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	620	97%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	498	78%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education		5.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	48		
Disciplinary placements in In-School Suspension	59		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	12		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	1		2014-2015 PEIMS report #425; code #C164
Attendance rate		95.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)	n/a	n/a%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)	n/a	n/a%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	n/a	n/a%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	453	71%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested	n/a	n/a	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria	n/a	n/a	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	n/a	n/a	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	n/a	n/a	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)	n/a	n/a	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Elodia R. Chapa Elementary in La Joya Independent School District serves 639 students in grades PreKinder-5th Grade. Student body racial make up is 99.8% Hispanic, 0.2% White. 97% of the student population is receiving free or reduced lunch, and 5.8% of the students receive special education services. Key barriers to students' academic difficulties are associated with students' cultural, linguistic, and economic diversity. Located in close proximity to the Texas-Mexico border the student population has close ties to Mexico. 78% of the students come from families where the primary language spoken and heard at home is Spanish, which impacts the students' cognitive understanding of specialized academic vocabulary and comprehension used in core content areas. Located in a rural community students do not have access to community programs such as public libraries, museums, Boys and Girls Clubs, ect... that can provide them with learning opportunities and experiences to connect what they learn at school to their personal experiences. La Joya Independent School District provides free transportation to all students so that students have access to programs offered at the school district, such as extended day tutoring, summer remediation and enrichment programs. Without academic opportunities offered by the school, students would not have access to programs that can support teaching and learning.

Data trends at Elodia R. Chapa Elementary indicate that attendence flacutates from year to year 2009 (97%), 2010 (96.60%), 2011 (95.90%); 2013 (96%); 2014 (95.77); 2015 (96.19%).In the last three years, Elodia R. Chapa has failed to meet the target set in its' TAAIS plan at (97%) attendance. As indicated in 2015 TAIS plan district's annual ADA report show that at 96.19% attendance in 2015 is -.81% below the campus targeted goal of 97%. According to Dr. Robert Balfanz, (Everyone Graduates Center -John Hopkins University), in his framework states that there are several causes for chronic absences: parents/students don't know attendance matters; schools lack a strong culture of attendance; child is struggling academically, lack of engaging instruction, child is being bullied; lack of access to health care; no safe path to school, and poor transportation. Chronic absences begin in PreKindergarten and students who are chronic absent continue to be absent throughout their school years, they struggle to acquire the academic skills and prerequisite skills needed for success in the core subject areas as well as reading and math and as a result are often retained or are often referred to special education classes. At Elodia R. Chapa we will continue to recognize attendance goals that are met weekly through classroom and individual attendance, monitor attendance data through reports available at the campus; continue communicating the importance of attendance to parents through the use of school personnel such as a truancy officer and parent meetings to convey the importance of attendance to parents and students. Elodia R. Chapa has a high mobility rate. According to district information elementary schools in La Joya Independent districts have experience about 17% growth. High mobility in student enrollment occurs due to different changes in a student's life: family structure due to divorce or parental separation, changes in parental employment, stressful life events (Gruman, Harachi, Abbott, Catalano, Fleming, 2008). Researchers have indicated that students who have high mobility trends have a greater risk of low grades, behavioral problems and academic difficulties (Gruman et al.,2008; Mehana &Reynolds, 2004). Elodia R. Chapa Elementary was identified as a Required Improvement Campus in 2012-2013 and failed to meet the safeguards in 2014. Although gains have been made to meet state and federal standards, as well as meeting the Safeguards in 2015, it continues to be identified as priority school for the 2015-2016 school year. The TAIS plan for 2015 indicate the 2015 STAAR Reading scores for fourth grade students, especially English Language Learners was at 43% meeting standard, which was 17% below the Index 1 target measure of 60% in Reading. The 2015 STAAR Writing results indicate 67% of 4th grade students met standard, which indicates a growth measure of +1% above the 2014 Writing performance score of 66%. Data results for the STAAR State Assessment indicate improvement in the area of Reading as indicated in the following percents of students meeting passing standards were: 2012-2013 (56%), 2013--2014 (62%), 2014-2015 (71%). In the area of Math the following percent of students that met passing standard were: 2012-2013 (60%), 2013-2014 (68%), 2014-2015 (not available). In the area of Writng, the following percent of students that met passing standard were: 2012-2013 (66%), 2013-2014 (70%), 2014-2015 (68%).

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 108912-109		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	52.6		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	37.4	71.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	4.2	7.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2.0	3.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	9.0	17.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	52.6	100%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	2.1	5.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	12.0	32.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	8.1	21.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	10.9	29.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	4.3	11.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	43,780		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	46,434		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	47,914		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	52,460		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	65,439		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	5	0.05%	2015 Human Resource Report
Staff with Bachelor's degree as highest level attained	48	20%	2015 Human Resource Report
Staff with Master's degree as highest level attained	10	0.10%	2015 Human Resource Report
Staff with Doctoral degree as highest level attained	0	0%	2015 Human Resource Report

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teacher quality and teacher effectiveness is a critical success factor for student achievement. In coordination, with La Joya Independent School District, teacher recruitment and teacher screenings take place during job fairs hosted by the school district during the Fall and Spring semester. In addition, communication of job fairs and teacher vacancies are publicized through the media and district website. At Elodia R. Chapa Elementary, our goal is to provide a quality education for all students, it is critical that we consider the characteristics of teacher qualities such as: content knowledge (have a major or minor in the field in which they teach), teaching experience, professional certification(is being defined in the subject area they teach), and overall academic ability to be effective teachers, sometimes due to teacher shortage, we may have teachers who have no teaching experience, but obtained teaching permits through alternative programs. Teachers who have teaching permits are provided teacher support through teacher mentors,professional development trainings, peer teacher observations, walkthrough observations and feedback from administrators, district core subject coordinators and curriculum specialists, and alternative program facilitators that conduct observations and provide them feedback. La Joya Independent School District implements a one-way Dual Language Program for English Language Learners and Non- English Learner whose parents desire their child participate in a Dual Language Program, there for teachers who teach Dual Language classroom are required to have a bingual certification. Elodia R. Chapa has 78% students identified as limited English Proficient (2013-2014 Texas Academic Performance Report). Personnel who service special education students are required to have a special education certificate. 5.8% of our student are identified as receiving special education service (2013-2014 TAPR). Data trends in the 2012-2013 TAPR report, Elodia R. Chapa had 73.2% of students identified as English Language Learners, and 5% of students receiving Special Education Service. The State Accountability of Texas identified Elodia R. Chapa Elementary as Improved Required Campus in 2012-2013 due to Index 2- Student Progress, the campus also failed to meet the System Safeguards in the areas of Performance Rate12/16 with the entire focus on the ELL subgroup population in the content areas of Reading, Math, Writing, and Science. Additionally, the campus failed to meet Federal Accountability System Standards, and was identified as Priority School on the ESEA Waiver Priority School List. Areas of need are Reading and Math. In 2013-2014, the target improvement plan data indicated that Science scores declined to 43% and that Reading at 56% continued to present challenges for all subgroups. Our TAAIS plan for 2015-2016 school year indicates that the 2015 STAAR Reading scores for 4th grade ELL Subgroups were at 43% passing which was 17% below the Index 1 target measure of 60% in Reading. The 2015 STAAR Writing results indicate 4th grade show students scored 67% passing, which indicated a growth measure of +1% above the 2014 Writing performance score of 66%. In our 2014-2015, State assessments, our Special Education and English Language Learners continue to present academic challenges. One key barrier our students have is problems associated with cultural, linguistic, and economic diversity. 78% of the students come from families where the primary language spoken and heard at home is Spanish, which impacts the students' cognitive understanding of specialized academic vocabulary and comprehension used in core content areas. Texas English Language Profiency Assessment for 2015 in grade K-5 indicate that only 56% of ELL students progress by at least one profiency level a year, while 25% Ell that have been identified for 1-4 years as ELL reached Advance Level in English Profiency. 54% ELL students who have been identified as ELL students for 5 years or more reached Advance High Level in English Profiency. Therefore, due to the academic challenges, students at Elodia R. Chapa present, we must be able to retain and recruit teachers that have content knowledge (have a major or minor in the field in which they teach), teaching experience, professional certification (certified in the area in which they teach), and overall academic ability to be effective teachers in order to increase student achievement. The 2012-2013 TAPR report indicated that 26.0% of teachers at Elodia R. Chapa Elementary had 0-5 years of experience and 2012 AEIS report shows 35% had 0 years of experience. The 2013-2014 TAPR report indicates that 32.1% teachers at Elodia R. Chapa Elementary have 1-5 years of experience, 21.6% have 6-10 years of experience, 29.1% teachers have 11-20 years of experience, while 11.6% have over 20 years of experience. Therefore, with the support of La Joya Independent School District, our campus will be able to improve school climate, and improve teacher quality, critical success factors to improve student achievement.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
87	94	83	86	88	108	94								639

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
4	5	6	4	5	5	5								34

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Throughout the school year, the needs of teachers, students, and viewpoints of parents, and the community have been taken in to account using a variety of tools. In order to identify the needs of the campus, progress, and lack of student improvement, the campus used the Texas Accountability Intervention System (TAIS) Process to determine the areas of needs. Consideration of the seven critical factors (academic performance, use of quality data to drive instruction, leadership effectiveness, increased learning time, family /community engagement, school climate, and teacher quality) must be analyzed in order to determine what attributed to the success or lack of success. The support systems: Organizational Structures, Processes and Procedures, Communications, and Capacity and Resources are reviewed to align the Support system and critical factors. After identifying the lowest areas of performance, a root cause analysis is done to determine why the problem occurred. Then needs are prioritized. The campus leadership team, which consists of teachers and administrators, review campus data throughout the school year to determine the needs, identify the problem, determine the root causes, set goals, develop intervention strategies, assist in implementation of strategies, monitor progress and student achievement, and determine whether targets are met. Data from Texas Primary Reading Inventory (TPRI)/Tejas lee results are analyzed at the beginning, middle, and end of the school year, State Assessment Data for STAAR and TELPAS are analyzed for trends at the beginning and end of the school year. By posting data on data walls throughout the year, an analysis of trends that indicate progress or lack of progress can be determined. Assessment data is reviewed every six weeks to assist in determining whether goals set by the campus will be met quarterly and annually.

After a thorough analysis, we determined that there was a high need for building teacher capacity in the content areas, parental participation, staff development in the areas differentiating instruction for English Language Learner students and Special Education students. Using our 2015 state assessment data indicates that reading scores for 4th grade ELL subgroup was at 43% passing which was 17% below the Index 1 target measure of 60% in Reading. The 2015 STAAR Writing results indicate 4th Grade students scored 67% which indicated a growth measure of +1% above the 2014 writing performance score of 60%. The 2015 district attendance annual report at 96.19% is -.81% below the 2014-2015 campus goal of 97%.

In addition, Progress monitoring of reading fluency is reviewed every two weeks to determine the progress and areas that need to be addressed in reading to meet annual goals and expectations. Computer assisted data is reviewed for I-Station, Reading Renassiance, Imagine Learning. Data for computer-assisted programs is reviewed weekly and feedback on student progress is provided to teachers on implementation, and fidelity. Conferences are held with students and teachers to attain their feedback.

Through grade-level meetings, teachers analyze data & identify student areas of need after six week assessments. Using a range of percentages, the SEAL data tool helps identify if lack of student achievement is a curriculum issue or a teaching issue. Teachers will identify which TEKS demonstrate a deficit in terms of student achievement. Intervention discussions are held and specific intervention plans are designed to meet the needs of the students with low concept attainment.

In addition, parents, students, and teachers are provided the opportunities to provide feedback through a campus needs survey at the end of the school year. It indicates how the campus operates, how communication is disseminated, how parents view programs and services offered at the campus to address student needs. Survey addresses instruction, discipline, scheduling, and school safety, how the school foster parental participation, parental and student knowledge of programs offered at the school to address student needs. Data on school climate and student safety is provided at the end of the year through a survey administered by the counselor through the Olweus Bullying Program, as well as implementation of Positive Behavior Interventions System. Evaluation of these programs is measured through the number of student disciplinary referrals.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Transformation

☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☒ Whole –School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Elodia R. Chapa Elementary was identified as a Required Improvement Campus in 2012-2013 and failed to meet the safeguards in 2014. Although gains have been made to meet state and federal standards, as well as meeting the Safeguards in 2015, The campus is identified as priority school for the 2015-2016 school year.The TAIS plan for 2015 indicate STAAR Reading scores for fourth grade students, especially English Language Learners was at 43% meeting standard, which was 17% below the Index 1 target measure of 60% in Reading. The 2015 STAAR Writing results indicate 67% of 4th grade students met standard, which indicates a growth measure of +1% above the 2014 Writing performance score of 66%. Data results for the STAAR State Assessment indicate improvement in the area of Reading as indicated in the following percents of students meeting passing standards were: 2012-2013 (56%), 2013--2014 (62%), 2014-2015 (71%). In the area of Writng, the following percent of students that met passing standard were: 2012-2013 (66%), 2013-2014 (70%),2014-2015 (68).Success for All a whole school reform model is designed to improve the reading performance of students, including English language learners and special education students in elementary schools by providing extensive professional development, material, and software to help teachers use proven strategies to ensure reading success. It has a strong record of effectiveness in increasing student achievement in low achieving schools. In PK/K students empahasis will be on oral language,school skills and phonemic awareness through active language focus teaching; in Kinder/1st emphasis will be (beginning reading) systematic phonics, vocabulary, fluency, and comprehension; in 2-5th grade, instruction will focus will be on use of comprehension strategies, deep reading and writing. Feedback will be provided through informal assessments. Quarterly assessment will be used to monitor students and provide interventions, and computer assisted instruction. It will integrate effective math instruction. Parent and community engagement will include family literacy programs, building positive behaviors, parent workshops, positive communication between school and home, strategies to ensure on time attendance. It wil put in place structures to improve student behaviors and plan interventions for students who are having difficulties. Structures will be in place to improve teacher skills and ensure effective reading instruction will be formed.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Parents, students, and teachers are provided the opportunities to provide feedback through a campus needs survey at the end of the school year. The campus needs survey indicates how the campus operates, how communication is disseminated by the campus, how parents view programs and services offered at the campus to address student needs. Survey addresses instruction, discipline, scheduling, and school safety, how the school foster parental participation, parental and student knowledge of programs offered at the school to address student needs. Results are shared with the administrators, and teachers at the end of the year to determine what is being successful and what needs are to be addressed at the campus, especially to improve school-community relationships and foster parental involvement. Through Success for All parents, community and school will work together to identify family activities that will engage the community to participate in school activities.

Data on school climate and student safety is provided at the end of the year through a survey administered by the counselor through the Olweus Bullying Program, as well as implementation of Positive Behavior Interventions System. Evaluation of these programs is measured through the number of student disciplinary referrals.

Data collected by the school nurse, communities in school liaison, counselor, parent conference, student conference, and parental liaison throughout the year is reviewed to determine parental involvement and parental support in addressing attendance, student health, and social services needed by the community.

Several school planning academy follow up sessions were held throughout the year to gauge the school climate and staffe morale, celebrate proposed accomplishments, as well as gather feedback on teacher's instructionally driven needs and suggestions for the school year.

In order to identify the needs of the campus, progress and lack of student improvement, the campus used the Texas Accountability Intervention System Process to determine the areas of needs at Elodia R. Chapa Elementary. Consideration of the seven critical factors of academic performance, use of quality data to drive instruction, leadership effectiveness, increased learning time, family /community engagement, school climate, and teacher quality must be analyzed to determine the questions of what attributed to the success or lack of success. The support systems: Organizational Structures, Processes and Procedures, Communications, and Capacity and Resources are reviewed to align the Support system and critical factors. After identifying the lowest areas of performance, a root cause analysis is done to determine why the problem occurred. Then needs are prioritized.The campus leadership team that consists of teachers and administrators review campus data throughout the school year to determine the needs, identify the problem, determine the root causes, set goals, develop intervention strategies, assist in implementation of strategies, monitor progress and student achievement, and determine whether targets are met.

After a thorough analysis, we determined that there was a high need for building teacher capacity in the content areas, parental participation, staff development in the areas differentiating instruction for English Language Learner students and Special Education students. Using our 2015 state assessment data indicates that reading scores for 4th grade ELL subgroup was at 43% passing which was 17% below the Index 1 target measure of 60% in Reading. The 2015 STAAR Writing results indicate 4th Grade students scored 67% which indicated a growth measure of +1% above the 2014 writing performance score of 60%. The 2015 district attendance annual report at 96.19% is -.81% below the 2014-2015 campus goal of 97%. In considering feedback and data, Elodia R. Chapa plans to implement the whole school reform model in partnership with a model developer supported by at least one study that supports its efficacy and has demonstrated success in implementing a whole school reform model in one or more low-achieving school. Through Success for All, parent and community engagement will include family literacy programs, building positive behaviors, parent workshops, positive communication between school and home, strategies to ensure on time attendance, plan activities to involve parents in school/community events that promote health and social services. Plan celebrations to celebrate events that promote the students culture. Offer parental information in English, as well as the primary language used at home. Whenever possible, local churches, clubs, and individuals will be invited to participate in the school as volunteer readers, listeners, or sponsor sports afterschool.

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Schedule #14—Management Plan

County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	To assist and promote La Joya ISD in implementing a rigorous curriculum/ instructional program that supports student success and achievement. Will oversee and coordinate all activities pertaining to the TTIPS Grant.	Master's Degree from accredited University or higher; Standard Principal, Assistant Prinicipal, Mid-Management or other appropriate Texas certificate; five years experience in administration ILD/PDAS Certified preferred byt not required, other qualifications as deemed necessary or acceptable by the board; Five years of classroom teaching experience,knowledgeable of curriculum and instruction, effective organizational, communication and interpersonal skills; well versed in current educational research; grant writing/management and data submission experience required.
2.	Curriculum Facilator/ Instructional Coach	Certified teacher that serves as a facilitator who provides continuous professional development and program implementation support for instructional components of the model for whole school reform. Will assist in creating a solid support structure for teachers and to help ensur an effective high quality implementation of the model.	Bachelor's Degree; Vaild Texas Teaching Certificate with required endorsements for subject and level assigned (Math/ Reading/Science); Be knowledgeable in effective school research, principles of accreditation standards, and Texas Education Agency requirements. Additionally, be knowledgeable in teaching techniques and methodology, in physical, mental and emotional child development process, and special needs of exceptional learners.
3.	Data Entry Clerk	To assist and promote La Joya ISD in implementing a rigorous curriculum/instructional program that supports student success and achievement. Organize and manage the TTIPS Grant activities and provide clerical services to the Grant Coordinator.	High School Graduate, GED or higher; Ability to type with maximum accuracy 50 words per minute. Ability to use correct English, grammar, spelling, and punctuation; knowledge on the basic accounting principles, budgets, purchase orders; ability to follow oral and written instructions.
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Schedule #14—Management Plan (cont.)			
County-district number or vendor ID: 108912-109		Amendment # (for amendments only):	

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Antonio Fierro, Ed. D	Provide coaching and mentoring for 3rd to 5th grade teachers with English Language Learners	Has experience in addressing academic needs of English Language Learners. Uses researched base practices.
2.	The Vaughn Gross/ Meadows Center	Provide training on the 5 components of Reading, Differentiated instruction, writing K-5 (for teachers) and facilitating Instructional change (Administrators)	Uses researched base practices and has experience in working with low achieving schools. Addresses differentiatied instruction.
3.	Sharon Wells Mathematics	Provide teachers the use of hands on materials in problem solving format to teach content knowledge, strategies, graphing skills, basic facts, and cooperative learning in math.	Uses research base practices and interventions. Addresses differentiate instrucation
4.	Dr. Isaias Rodriguez	Coaching and mentoring for Early Childhood classroom teachers. (PK-2nd)	Uses research base practices and interventions. Addresses differentiate instruction.
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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Elodia R. Chapa Elementary will maximize the effectiveness of grant funds by coordinating with the LEA's resources and support services and all its stake holders. In order to fully and effectively implement the required activities of the whole school intervention model, the District Grant department will work closely with all of the Curriculum and Instruction Departments and the Administration and Finance Department. This collaboration with the campus grant team (Principal, campus grant administrator, campus grant secretary, site-based decision committee, and campus leadership team) will make it possible for the timely implementation of required activities School support will be provided as district coordinator and curriculum specialists will assist the campus in implementing the proposed model. Grant activities have been designed so that the school district offers support to all stakeholders through their grant implementation timetable and beyond. School support will be provided as district coordinators assist the campus in implementing the proposed model; offer instructional support to staff, students, and parents the support needed to increase student achievement.

La Joya Independent School District will sustain certain aspects of this grant once the grant funding expires. Professional development funding will be allocated so the teachers can impart their knowledge to students and therefore, the students will maximize their learning. Teachers will work in teams to analyze data and team based decision making will be implemented to align curriculum and address student learning. The administrative team and teachers will will use data to monitor the implementation of instructional programs and student achievement. Together, they will establish academic goals, targets to be achieved, and expectations and will evaluate results of student achievement using data and assessment results. Feedback will be provided to students in a timely manner. School personnel will be provided feedback on progress in a timely manner throughout the school year. Informal and quarterly assessments will provide teachers the data needed to make evaluate the programs success and decide what areas to target for school improvement and academic success of students. School personnel will plan, attend, and participate in professional development trainings based on campus needs and academic needs. School personnel will be able to add to their professional "toolbox" research base practice to improve student achievement, including implementation of technology to enhance student learning and differentiate instruction.

Teachers will work collaboratively in teams and effective communication within and across the grade levels will occur via meetings to foster a shared understanding of instructional expectations. Student needs will be addressed through counseling and guidance lessons, and behavior management system implementation of positive behavior intervention system, and Olweus Bullying Program. Key strategies and behavior management techniques will also be implemented through Success for All.

Opportunities will be provided to engage parents and the community in school activities and students education in order to support the school's mission and assist in achieving the campus' goals. Parents will be informed on the school's goals so they have a clear understanding fo academic goals and expectations. Multiple means of communication will be used, including the district's media department. In collaboration with Success for All, the campus will be able to build teacher capacity through professional development and will build internal capacity to sustain the implemented strategies to improve student achievement even after the grant period implementation. Leadership skills will be build through trainings and support provided to teachers and school leaders through an instructional coach that will be trained in the implementation of research base strategies and interventions to improve student achievement. Through the implementation of using a coach to support teachers, internal capacity will be build and sustain after the five year implementation of the grant. Success for All gives campuses the option of maintaining a minimal association to continue the use of online data tools support, update program materials, online professional learning communities, and yearly conferences, as well as limited online support.

Through professional development and implementation of Success for All, school personnel will have the opportunity to acquire the knowledge and ability to continue implementation of key components to increase student achievement and student success by addressing the critical success factors: improve academic performance, increase use of quality data to drive instruction, increase leadership effectiveness, increase learning time, increase family and community engagement, improve school climate and improve teacher quality.

The campus has the capacity to continue to deliver continuous high-quality programming should change occur with the support of district personnel that will assist in implementation of the grant. Support is also provided by the district through professional development opportunities.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

La Joya Independent School District will sustain certain aspects of this grant once the grant funding expires. La Joya Independent School District will not sustain positions supported by the grant, such as Grant Coordinator or Grant Clerk. These positions will not be sustained because it will exceed what is allotted in the school budget. Incentive pay for teachers will not be continued once the grant expires. Grant activities have been designed so that the school district offers support to all stakeholders through their grant implementation timetable and beyond, and increase capacity through:

- Professional development
- Team-Building decision making teams
- Data Driven Instruction
- Providing Feedback
- Curriculum Alignment to address student needs
- Using Formal and Informal Assessments to measure student progress
- Implementation of Research-base practices
- Communication of goals and expections
- Goal Setting
- Behavior Management Interventions
- Parent and Community Engagement
- Social Services to address student needs
- Implementation of Technology
- Instructional Coach to support instruction

The following will create an lasting change in culture and practices:

- Teachers will work collaboratively in teams and effective communication within and across the grade levels will occur via meetings to foster a shared understanding of instructional expectations.
- Key strategies and behavior management techniques will also be implemented through Success for All.
- Opportunities will be provided to engage parents and the community in school activities and students education in order to support the school's mission and assist in achieving the campus' goals. Parents will be informed on the school's goals so they have a clear understanding for academic goals and expectations.
- An instructional coach that will be trained in the implementation of research base strategies and interventions to improve student achievement.
- High expectation, rigor and relevance lessons will become an expectation, as teacher incentive pay during the grant period will promote continued growth as teacers and stakeholders and aim for high student achievement and nothing less.
- Attain the knowledge and skills needed to integrate technology to enhance student learning and provide differentiated instruction.

Through professional development and implementation of Success for All, school personnel will have the opportunity to acquire the knowledge and ability to continue implementation of key components to increase student achievement and student success by addressing the critical success factors: improve academic performance, increase use of quality data to drive instruction, increase leadership effectiveness, increase learning time, increase family and community engagement, improve school climate and improve teacher quality.
The campus has the capacity to sustain and continue to deliver continuous high-quality programming with the support of district personnel, parents and school personnel.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Quantative Data measuring student achievement on assessments in state assessment: A comparison of student results will demonstrate an increase in state assessment from previous years for all students including ELL and Special Education Student. Increase of student achievement on Informal and quarterly assessments, Six week campus and district assessments through out the year. Progress monitoring reports for online and software programs will demonstrate increased student achievement and growth in learning such as TPRI/ Tejas Lee, Reading Renaissance, Imagine Learning at the beginning, middle, and end of the year administrations.
- Quantitative and Qualitive data that measures school climate: increase in staff autonomy, resource utilization, goal focus, and innvativness will increase in Organizational Health Survey, Parent and student surveys, Increased attendance rate and decrease of disciplinary referrals.
- Extended learning opportunities for students: number of students attending afterschool sessions based on Tier 2 and Tier 3 academic needs. Number of students attending STAAR Academies. Number of students participating in enhanced enrichment programs such as STEM fields, college and career readiness opportunities, UIL, and education fieldtrips. Number of students participating in summer academies.
- Teacher Effectiveness: increase in percent of students meeting passing standards, meeting target goals on state assesssments and informal and quarterly assessments in reading, math and writing and state assessments.
- Parental Educational classes and Literacy development, Parenting skills, and Self Sufficiency classes, Computer literacy classes- Number of parents participants in each initiative offered as compared to previous year.
- Behavior Interventions to address student needs. Decrease in student referrals. Olweus Bullying surveys from students. Positive Behavior Intervention Implementation feedback.

Part 2: Data Collection: Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as participation rates at the activity level, dosage rates of an intervention per student, teacher practice observed rates a the targeted strategy-level, or academic outcome data at the activity level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10pt.

Elodia R. Chapa Elementary will collect data using a online data tools available at the campus (DMAC) and online data tools provided by Success for All to assist educators in the development and management of curriculum and assessment data to monitor student data at each six-period during the school year, quarterly assessments, and benchamarks administered through the district two times during the year. State assessments data will also be printed at the beginning and end of the year for data analysis of student achievement and identification of areas of weaknesses and areas of strength as identified by STAAR assessment data. Organizational Health Inventory will be reviewed at the beginning of the school year and teacher surveys will be administered at the end of the year. The district will review campus and district Organizational Health Inventory results at the beginning of the year to set goals. Student surveys will be administered at the beginning of the year and at the end of the year to compare results. Attendance data will be reviewed weekly and at the end of the six weeks by grade level and classroom teacher to analyze trends. Extended learning time during the year will be collected monlthly to measure student participation and student progress. Summer academies attendance will be collected once a year to compare participation and compare student achievement. Parental Involvement logs will be collected monthly to compare participation of parents. Surveys and evaluations of parent initiatives will be collected after each parent activity sponsored by the school. Results will be discussed and analyzed by the administrator, grant coordinator, central office support staff, and school personnel. Data will be shared with school personnel during grade level meetings every two weeks to determine if changes need to be made to achieve successful implementation. Guidance Counselor will administer Olweus surveys at the end of the year. (In School Suspension) Instructional Assistant will collect data on discipline referrals through PEIMS data. Guidance Counselor will share feedback provided by District Guidance Counselors and yearly evaluation from Central Office Personnel.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

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- Testing Coordinators and Instructonal Supervisors will collect data using a online data tools available at the campus (DMAC) and online data tools provided by Success for All to assist educators in the development and management of curriculum and assessment data to monitor student data at each six-period during the school year, quarterly assessments, and benchamarks administered through the district two times during the year.
- Testing Coordinator and Instructional Supervisor will print student assessment data at the beginning and end of the year for data analysis of student achievement and identification of areas of weaknesses and areas of strength as identified by STAAR assessment data. Teachers will analyze data.
- School administrator will review Organizational Health Inventory at the beginning of the school year and teacher surveys will be administered at the end of the year. The district will review campus and district Organizational Health Inventory results at the beginning of the year to set goals. Student surveys will be administered at the beginning of the year and at the end of the year to compare results.
- Attendance Clerk will print out attendance reports and Administrators will be review attendance weekly and at the end of the six weeks by grade level and classroom teacher to analyze trends.
- Administrators/ Grant Coordinator will collect data and teachers will review reports. Extended learning time during the year will be collected monlthly to measure student participation and student progress.
- Administrator/ Grant Coordinator will collect data. Summer academies attendance will be collected once a year to compare participation and compare student achievement.
- Parental Liasion will collect data. Parental Involvement logs will be collected monthly to compare participation of parents. Surveys and evaluations of parent initiatives will be collected after each parent activity sponsored by the school. Results will be discussed and analyzed by the administrator, grant coordinator, central office support staff, and school personnel. Data will be shared with school personnel during grade level meetings every two weeks to determine if changes need to be made to achieve successful implementation.
- Guidance Counselor will collect data on discipline referrals through PEIMS data.

Results will be discussed and analyzed by the administrator, grant coordinator, central office support staff, and school personnel. Data will be shared with school personnel during grade level meetings to determine if changes need to be made to achieve successful implementation.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Local Education Agency (L.E.A) will use a rigorous process in the recruitment, screening, and selection of external providers. The methodology will be clear, fair, and well organized and will be open to the public. As a result, established procedures will not only provide for objective selection, but will also provide opportunities for stakeholders input. The recruitment of external providers by the LEA will be one that allows all qualified providers an equal opportunity to assist the campus. Recruitment will not be limited to local providers. LEA recognizes that in order for change and student improvement to occur, there need to be an opportunity for all providers to be considered based on campus need and their record for addressing student achievement successfully. The screening process for external providers will consist of knowledge, skill, and track record, educational reviews, and organizational, legal, and financial perspectives. The processes will include multiple stakeholders, particularly parents and community groups. The screening practice will be such a critical component. School personnel will analyze evidence of historical success in addressing low achieving schools and increase in student achievement of students in subpopulation groups that are similar to the demographics of our campus. The selection of external providers will only occur when all critical components sought are met. Through the consensus of all stakeholders, and with the provider's clear understanding of the campus' mission, the contractual agreement will be signed. These documentation will include clear roles of the external provider as well as the LEA. Goals for performance will be required in all contracts and a timeframe for improvement of student learning, if applicable. In addition, the contract will specify the support the LEA will provide, including facilitaties, funding, and services. LEA staff will play a critical role in ensuring that all intentions and services delineated in the contract are carried out. Conversely, if the external providers do not adhere to any component of the contract, the contract will be canceled and immediate successors will be sought.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Review of external providers will occur during the implementation of the grant. Stakeholders will be provided a rubric to evaluate the services provided by the external provider. Input from school personnel will be taken into consideration to ensure that student needs are met, that differentiated instruction is a component, that there is rigor and relevance in learning experiences, that teaching practices are research-based, and are proven teaching strategies to increase student achievement and improve teaching and learning.

Personnel responsible for oversight and management of providers will be the Grant Coordinator, Instructional Coach, in conjunction with the Principal. Instruments and process used to measure and monitor success of providers will be stakeholders surveys, student input, and an increase in student achievement. Classroom observations documentation will document the level of implementation. Their will be a consensus of all stakeholders, and with the provider's clear understanding of the campus' mission. These documentation will include clear roles of the external provider as well as the LEA. Goals for performance will be required in all contracts and a timeframe for improvement of student learning, if applicable. In addition, the contract will specify the support the LEA will provide, including facilitaties, funding, and services. LEA staff will play a critical role in ensuring that all intentions and services delineated in the contract are carried out. Conversely, if the external providers do not adhere to any component of the contract, the contract will be canceled and immediate successors will be sought.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Review district policies and procedures with all stakeholder consultants and administrators. Planning of school calendar, schedules, budget will be addressed. Consultants will provide advice and possible solutions to school design issues, school board, and collective bargaining issues.
2.	Success for All consultants will conduct an initial two-day assessment to prepare for implementation of the model with school district leaders, community organizations, collective bargaining organizations and school board.
3.	Professional development training will be conduct by the Success for All instructional coach at the campus to develop an understanding of school-wide structures, goal setting using data, progress monitoring and instructional processes used in the model approach. Professional development will be provided to the Superintendent, Principal, Grant Coordinator, and School-wide Solution coordinator.
4.	In year 2, Success for All will assist the campus in planning a Kickoff "Leading for Success" with the administrators to set the tone for program introduction workshops to be presented to all school personnel.
5.	Professional development on introductory workshops will be conducted by Success For All for school personnel responsible for implementing the School-wide Solutions component.
6.	Communication of the vision for change and the transformations that will take place in the school, as well as the responsibilities and the roles of each stakeholder in determining success. As well as implementation of the Success For All components: Schoolwide Solutions, Family and Community outreach.
7.	School visits will be conducted by Success For All coaches throughout the year to provide support and coaching related to the schoolwide components.
8.	Progress will be reviewed, classroom observations, dialogue with teachers, and data of student progress will be discussed with teachers and school leaders.
9.	The Principal, School For All Facilatator, and Schoolwide Coordinator will attend a three day Experience Site Conference.
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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Elodia R. Chapa Elementary will maximize the effectiveness of grant funds by coordinating with the LEA resources and support services and all its stakeholders. In order to fully and effectively implement the required activities of the school intervention model, the Grant Department will work closely with the campus Existing efforts that are similar or related to the planned project are:

- Professional development- Professional development trainings are provided by the district to address curriculum issues based on data. The campus currently provides professional development for areas identified as needs on the TAIS plan. Problems and rootcauses are identified to ensure that student achievement increases.
- Team-Building decision making teams- Teachers work across the grade levels vertically and horizontally to provide students academic interventions to address their needs. Extra learning time is provided afterschool by teachers from different grade levels to ensure that students are provided the prerequistes and foundations needed to succeed. Professional learning communities have been established, as well as the campus leadership teams that help analyze campus data and identify interventions, goals and targets to measure student progress.
- Data Driven Instruction- Data walls are used at the campus level PK-5 to monitor student progress and student achievement throughout the year.
- Providing Feedback- Feedback is provided to students throughout the year, as well as teachers. Feedback is needed to ensure that goals are met. Student progress is also monitored through feedback.
- Using Formal and Informal Assessments to measure student progress are used to monitor student progress and students needs throughout the school year.
- Implementation of Research-base practices- Programs and interventions that address student needs are research based.
- Communication of goals and expections- Goals and expectations are communicated daily and throughout the school year to ensure that goals are focused on and all stakeholders hold the same vision,
- Goal Setting- Goals are set at the begininning of the year by teachers based on end of the year data. The district also establishes goals to be met in the different academic areas.
- Behavior Management Interventions- Currently the campus implements the Olweus Bullying program and Positive Interventions to address student behaviors. Counseling and guidance lessons are also provided by the counselor to address student issues.
- Parent and Community Engagement-the campus has a parent liaison that assists parents with family issues, such as food, clothing. Parent liaison encourages parents to participate in school activities that address academics and other student issues such as attendance. Parent liaison seeks outreach programs to assist families in the community.
- Implementation of Technology- Technology is implemented in the delivery of lessons, classroom presentations, and remediation programs to differentiate instruction for students.

Furthermore, La Joya Independent School District will continue to offer support through assistance from district coordinators and curriculum specialist. Teachers and administrators will have the support needed to sustain the reforms set in place by the TTIPS grant. From specialized training to administrative support, school personnel will receive the tools necessary to continue growing professionally and La Joya Independent School District will ensure that all project participants at Elodia R. Chapa Elementary be able to implement the model, even after all grant funding expires.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	N/A
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	N/A
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	N/A
Describe how the evaluation system was developed with teacher and principal involvement:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	N/A
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	N/A
Describe the criteria established for educator removal:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research proven strategies for solutions will be used in the model Success For All that will begin in classroom and extend to the community. School leaders, teachers, parents, and support staff will form a network that provides support while addressing barriers to address student needs and promote student success and ensure that goals, targets, and expectations are met. Several meetings will occur throughout the school year with stakeholders to discuss, monitor, and plan strategies to address parental involvement, attendance, school climate, behavior, and other student issues. Parental involvement will assist in developing expectations for reaching families, communicate and inform them about what is happening at school. Opportunities will be provided for parents to support learning through a partnership.

A behavior management plan based on the campus needs will be developed in coordination with the Schoolwide Solutions team. Hot points will identified through student surveys, teacher surveys, discipline referrals, suspension records. Appropriate interventions that are individualized and structured will be provided for students. The approach will include: behavior tracking mechanisms, proactive behavior management, behavior management training and end of the year reviews to revise plans. Success for All will implement a schoolwide social proble-solving curriculum throughout the year. This curriculum will provide opportunities for students to think critically, solve problems, and work in cooperative teams. Attendance will be addressed and parent initiatives will be implemented to promote on time attendance. Using the component of the program Leading for Success, parents will identify activities that can impact student success and develop an implementation that promotes community engagement. Members will meet quarterly to identify specific needs of parents. Best practices and research base activities wil be implemented to support students, teachers, and the school.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	N/A
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

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N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	Success For All
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	Success For All has met SIG requirements and has three studies that support and document positive effects of Succes for All on reading outcomes in high-poverty Title I Schools.Success For All is designed to improve the reading performance of students in elementary schools through professional development, materials, and software to help all teachers in high-poverty Title I schools using proven strategies to ensure student success. One study by Borman, Slavin, Cheung, Chamberlain, Madden, & Chambers (2007) was rated by the What Works Clearinghouse as meeting the WWC evidence standards for its effects on reading performance. An additional study by Madden, Slavin, Karweit, Dolan,&Waisk (1993) was rated as meeting WWC standards/.
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	The study by Borman, Slavin, Cheung, Chamberlain, Madden, & Chambers (2007) was raed by the What Works Clearinghouse (WWC) as meeting the WWC evidence standards without reservation, for its effects on reading performance. A study by Quainat, Balu, DeLaurentis, Rappaport, Smith, & Zhu (2014), is and interim report on the cluster randomized evaluation of Success for All by MDRC, currently in its second year. This study, funded by Investing in Innovation (i3), is highly likely to meet WWC standards, as it is a large cluster randomized trial carried out by a third party under rigorous conditions. A quasi-experimental study, by Madden, Slavin, Karweit, Dolan,& Waisk (1993) was rated as meeting WWC standards with reservations. All three longitudinal studies show positive effects of Success for All reading outcomes in high poverty Title I schools.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

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N/A

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation
1.	Pk-5th will plan vertival and horizontally to align curriculum across the content areas	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Allocate funds to provide instructional materials and supplemental resources to improve student instruction in all areas.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Math, Science and Reading Academies will be supported through and instructional coach that will support district curriculum alignment via mentoring, coaching, planning sessions with teachers and instructional intervention programs for struggling students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Provide differentiate instruction in order to meet academic needs of individual students by providing enrich classroom experiences via interactive boards, hands-technology such as clickers, mobile devices, laptops, portable USB drives and other technology that supports initiatives.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Build literacy skills in reading through the use of authentic literature to promote reading skills and address student interest.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Ensure instructional calendar includes all TEKS objectives and STAAR targets.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Ensure the curriculum address the five areas of reading to promote reading readiness.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	Provide staff development training on differentiated Instruction.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide staff development on literacy (Reading and Writing) instruction on the 5 components of Reading and Writing K-5	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Provide staff development training in early childhood.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Provide staff development training in mathematics.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Provide staff development training in understanding TEKS and objectives. What needs to be taught and how.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Provide incentive pay to teachers whose student academic growth is evident as indicated by data.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Ongoing meetings to develop clear understanding of teacher evaluation instrument components.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Period for Implementation
1.	Teacher teams will meet with administration to develop and articulate a clear vision of expectations for student learning.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Establish Professional Learning communities to support instruction and organizational structures. Extra duty pay.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Teachers will meet to develop a common definition for effective instruction and what this would look like in the classroom.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Campus Leadership Team will meet to establish short and long term goals for increasing teaching effectiveness based on grade level meetings.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Allocate money and time for teachers to attend professional development sessions and conferences.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Provide administrative team opportunities for professional development in instructional leadership	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Provide school personnel to receive professional training to serve as a coach to support teachers and turn aroung professional development for school personnel.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	Use data to set goals at the end of Six weeks, benchmarks and quarterly assessments.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide professional development in the use of data tools to analyze data and differentiate instruction.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Provide staff development on formative, interim and summative assessments.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Continue to provide trainings on the use and implementation on the use of data walls	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Teachers will keep progress monitoring folders and student conference folders to review student progress and set attainable goals and expectations.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Classes will track attendance and set goals to achieve incentives every three weeks.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Students will track their TEKS performance on summative assessments to monitor progress and set attainable goals.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Period for Implementation
1.	Host academic summer institutes with local colleges or universities for students and parents.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Host STAAR content area review camps for struggling students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Host TEKS camps to retech priority lessons.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Provide Math and Reading summer academies for incoming 3rd grade students who did not meet academic readiness based on data criteria.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Parent/Community Engagement*	

	Planned Intervention	Period for Implementation
1.	Involve parents from various backgrounds in school decision making.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Acknowledge and include family member's diverse skills and talents in school activities that embrace their culture.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Provide literacy opportunities for parents, students, teachers, and staff to meet with authors from the community.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Host family literacy and math nights. Parents will check out library books, ipads, laptops to build literacy and engage students in learning.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Involve parents and community in team building activities twice a year " Planting the Seeds of Our Future".	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Coordinate make and take sessions for parents to assist their children at home academically.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Use technology available at the campus, such as Imagine Learning for parents to increase literacy.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 108912-109	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Provide students with enrichment opportunities via after school student clubs.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide school personnel and administrators training on discipline and positive intervention system.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Campus will develop and implement a school wide discipline plan that will provide individualized intervention plans.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	School Personnel will participate in Organizational Health Institute.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Initiate a positive rewards program for staff members.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Host celebrations for students meeting academic and attendance goals.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Promote college readiness by allocating funds for student educational trips, such as to in-state universities, museums, the zoo, birding centers, wild life refuge.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 108912-109	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 108912-109		Amendment number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 108912-109		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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County-District Number or Vendor ID: 108912-109	Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)		
County-District Number or Vendor ID: 108912-109	Amendment number (for amendments only):	

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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County-District Number or Vendor ID: 108912-109	Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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County-District Number or Vendor ID: 108912-109	Amendment number (for amendments only):		

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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Z99	Other barrier Other strategy	☐	☐	☐

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